

CHAPTER I

INTRODUCTION

The study begins by providing an overview of general background of the research. It consists of research background, research problems, research objectives, scope and limitation. Furthermore, in this chapter also describes research significance, and definition of key terms.

1.1 Research Background

According to Philips (1993), young learners are children who enroll in elementary school. Students aging five or six to eleven or twelve years old are called as young learners. Young learners are usually considered to be pupils between six to ten or eleven years of age (Santrock, 2010). Besides, Bakhsh (2016) states, young learners are children from five or six years old of elementary school. Uysal and Yavuz (2015) state that at these ages, young learners are naturally curious and enthusiastic to explore the world around them. Most of young learners are excited to get new experiences including learning the language.

Teaching English for young learners is not easy because they have different characteristics and enthusiasm with an adult. Teaching young learners are important because young learners have a good curiosity to try new things and easier to absorb a new language (Juhana, 2014). Scott and Ytreberg (1993) explain that young learners have very short attention and concentration span. Young learners have unique characteristics such as playful and easy to lose their interest (Sabilah et.al, 2009). The teacher should be creative and innovative to

control the teaching and learning activity in the classroom to make the students keep their interest and do not feel bored.

Professional teachers should have special characteristics to make the classroom more fun, meaningful, and attractive. The teachers have to be patient to face the student's habitual action because every student has different characteristics. Besides, the teachers should know the appropriate methods, media, and teaching techniques to make the students feel comfortable with the situation in the classroom and enjoy the learning process. However, not all teachers can be creative and innovative to handle the students in the teaching and learning process.

University of Muhammadiyah Malang (UMM) is different from the other universities. In order to produce a professional EYL teacher, English Language Education Department (ELED) in UMM offers an elective course called English for Young Learners (EYL) in which the course accommodates the student teachers to learn about techniques, methods, and media used by EYL the student teachers. Besides, the student teachers will make a lesson plan, teaching activities, creating a media, and knowing the appropriate technique. In doing so, the student teachers will be starting to teach the students. The teaching and learning activities will be held in three months and consist of six grades.

One of the characteristics of a professional teacher is the mastery of teaching technique to engage students in order to learn English in a fun way. The technique that the student teachers used is a game. According to Hadfield (1999), a game is an activity comprising goals, rules and an element of fun. Yolageldi

(2017) states that games are the most suitable instructional activities for young learners because they are a natural part of their existence. In brief, by using games students will be more enjoying the learning process because young learners like playing and having fun. Students will be more active to communicate with each other when they are playing. It can improve students' language skills.

Study on the use of games has been conducted by several previous researchers. Rahmawati (2013) found that the teacher used three games in teaching English in the class for one semester. They were on board, matching, and exchanging games. There were three problems in applying those games. The problems were related to time management, difficulty in finding the game materials, and the last one is related to the place. In order to fix the problem, the teacher used some tricks such as preparing the game before the class. The teacher found the game materials from other sources to make the classroom more extensive to play the games, and then the teacher arranged some desks and moving them into the back row.

Another study related to the use of games was conducted by Sari (2018) who found that the teacher has a good preparation concerning the use of the game in teaching English for young learners. Most of the teachers used games as one of the strategies to teach the students. The strategy is an effective technique to facilitate the students to learn English.

Based on those previous studies that was taken from digital library of UMM and from the internet, the use of games in teaching English for young learners is a great technique to motivate the students to study English in a fun way. Therefore,

this study focuses on the difficulties of using games in teaching English for Young Learners faced by student teachers at University of Muhammadiyah Malang. The teacher of EYL program is from the seventh semester of ELED students. It means that the student teachers are most likely to have higher anxiety rather than the professional teachers as they have less technique and experience.

1.2 Research Problems

Based on the background of the study above, the researcher makes three main problems which are formulated as follows:

1. What kinds of games that the student teachers' used in teaching English for Young Learners at the University of Muhammadiyah Malang?
2. What are the difficulties that the student teachers' faced in using the game in teaching English for Young Learners at the University of Muhammadiyah Malang?
3. How do the student teachers deal with the problems of using games in teaching English for Young Learners at the University of Muhammadiyah Malang?

1.3 Research Objectives

The purposes of the study are stated below:

1. To find out the kinds of games the student teachers used when teaching English for Young Learners at University of Muhammadiyah Malang.
2. To find out the problems that student teachers' faced when teaching English for Young Learners at University of Muhammadiyah Malang.
3. To find out how the student teachers deal with the problems in using games in teaching English for young learners at University of Muhammadiyah Malang.

1.4 Scope and limitation

The researcher realizes that it is impossible to include all of the factors related to this study and it is necessary to limit the scope of this study. Therefore, the researcher focuses on the games used by the student teachers in teaching English for Young Learners, difficulties that the student teacher faced and the way the student teachers deal with the problem in using games. It is impossible for the researcher to do an observation and interview with all the student teachers. Furthermore, the researcher limited to do the observation in six classes and interview six student teachers (one student teacher in each class).

1.5 Research Significance

The results of this research are expected to give a contribution to EYL teachers and future researchers in EYL study.

a. For the Teachers

The results of this research are expected to give additional information about the difficulties of using games in teaching English for Young Learners faced by student teachers at University of Muhammadiyah Malang. It is also expected that in the future student teacher can use techniques more fluently and they can be better in using games in the teaching and learning process.

b. For the Future Researchers

The results of this research are expected to increase the knowledge about the difficulties of games used in teaching English for Young Learners program at the University of Muhammadiyah Malang. It is also expected to be used as a reference for the next researchers who are interested in studying related topics.

1.6 Definition of key terms

There are some key terms that must be defined in order to avoid mistakes and misunderstanding to the contents of the study, they are:

1. A game is an activity with a goal, rules, and element of fun. There are several games that can be used in teaching and learning processes such as matching games, whispering games, guessing games, board games, and traditional games (Hadfield, 1999).
2. English for Young Learners program is a program conducted by English Language Education Department of University of Muhammadiyah Malang, in this program, the students learn various techniques, methods, and media to teach young learners. At the end of this program, the student teachers will teach the students using the technique, method, and the media that they have learned.
3. Young learners are children in primary or elementary school from five or six years old to eleven or twelve years old (Philips, 1993).
4. Student teachers are a term for seventh-semester students who teach English for Young Learners at University of Muhammadiyah Malang.